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ABSTRACT

Data on full-time tenured, full-time nontenured and part-time faculty at Montgomery College were gathered to determine the ratio of males to females by status and by department and to relate this information to hiring practices, fringe benefits, and teaching loads. Total figures for part- and full-time faculty and credit hours taught were compiled by the college's Department of Institutional Analysis and Research. In addition, the Montgomery County Commission on Women sent survey forms to 37 department chairmen [sic] to obtain information on hiring practices, salary levels, upward mobility programs, standard recruitment practices, fringe benefits, and position status changes; 20 departments responded. Survey results were compared to those from a study of Illinois community colleges. At Montgomery College, 34% of full-time tenured, 42% of full-time nontenured, and 37% of part-time faculty were women as compared with 34.5%, 0%, and 35.3% respectively at Illinois colleges. Data from department chairmen indicated that they were not well informed about hiring practices, pay levels, recruitment, fringe benefits, or upward mobility programs. Male/female teaching loads were comparable. Faculty change figures showed that male full-time faculty had a 7% greater chance of being hired for consecutive semesters than did females. A copy of the survey instrument and a comparison between Montgomery College and U.S. Labor Department statistics for faculty women are appended. (TR)

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MONTGOMERY COUNTY COMMUNITY COLLEGE

PROFESSIONAL EMPLOYMENT SURVEY

Conducted by

Montgomery County Commission for Women

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APRIL, 1976

JC 780 136

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MONTGOMERY COUNTY COMMUNITY COLLEGE PROFESSIONAL EMPLOYMENT SURVEY

I. INTRODUCTION

Purpose. This study is a data gathering survey of full-time tenured, full-time non-tenured, and part-time faculty to determine the ratio of males to females by status and by department. The study was done to gather information on hiring practices for full-time and part-time faculty, fringe benefits offered by the employer, and teaching loads. We hope the information in this study will form a data base for future studies.

Background. Considering the 1975 Bureau of Labor statistics that state that approximately 34% of all women workers hold part-time jobs, and that a majority of them work because of economic necessity, it behooves us to examine the part-time employment situation to determine if in fact, part-time positions are available, where they are available, if they are available on a non-discriminatory basis, and where more part-time positions may be established to add breadth to the type and level of such positions. This study focuses on one small segment of part-time employment: faculty positions at a community college.

Interest in part-time faculty employment in colleges and universities is on the increase because of a number of factors: a contracting academic job market; efforts by institutions to develop affirmative action plans to increase opportunities for women and minority group members; the tight budgets under which many institutions operate; and the fact that shifting attitudes about "appropriate" family roles are generating more demand for the kind of flexibility that part-time employment offers. Additionally, increasing opportunities for part-time employment is often an attractive alternative to laying off faculty or other employees. This is especially important for women and minority group members who, because of past limited opportunities and discrimination, are sometimes over-represented in the junior and untenured ranks and hence are the first employees to be terminated when dismissals are made strictly on the basis of seniority or tenure.

Although the option of full status part-time employment is usually considered beneficial principally to women, men often benefit, too. Male as well as female scholars and teachers might opt for such status for a variety of reasons:

- --to pursue other scholarly endeavors
- --to continue a professional practice
- --to approach ensuing retirement gradually
- --to resume teaching while recovering from a temporary physical disability such as surgery or childbirth
- --to pursue a career and fulfill other personal responsibilities such as child rearing.

The feasibility of giving part-time employees the same or all of the benefits, opportunities and responsibilities that they would receive

if they were full-time employees to some extent depends on the size, location, and otner characteristics of an institution. A wide variety of institutions have found ways of tailoring part-time policies to fit their specific needs, while broadening employment options for many people. Policies for part-time faculty vary considerably from campus to campus, but usually address such factors as salary, various benefits, seniority rights or access to tenure, and hiring and promotion criteria.[1]

At present at Montgomery Community College, part-time employees "are not eligible to participate in hospitalization, life insurance, retirement, or tenure programs of the college."[2] In addition "no contractual agreement exists between the part-time faculty member and the college beyond the employment letter for a specific semester or summer session."[3] In other words, being employeed on a part-time basis in no way assures that a faculty member will have preference in being considered for a part-time position for following semesters, or in being considered for a full-time position. In contrast, the basis for advancement on the pay scale is dependent on the number of credit hours successfully taught at Montgomery College; that is, a minimum number of credit hours must be taught before a part-time faculty member is eligible to even be considered for a pay raise.

II. METHOD

The Montgomery County Commission for Women sent a survey form (see Appendix A) to all Department Chairmen at Montgomery College - both Rockville and Takoma Park campuses -- and at Columbia Union College, with the request that they be completed and returned to the Commission. In addition the Commission worked with the Montgomery College Department of Institutional Analysis and Research in order to obtain further data. There was not enough response from Columbia Union College to include the data in this analysis, so this is a report dealing only with Montgomery College.

The disparity in this report of the number of faculty for the whole college and by department is the result of the data from two sets of figures being included in the final analysis. The total figures for the full-time and part-time faculty and for faculty credit hours taught are the result of arduous work by the Department of Institutional Analysis and Research; the remaining data was compiled from the questionnaires sent to the college Department Chairmen. Twenty out of thirty-seven, or 54% of the questionnaires were answered and returned.

The results of this survey have been compared with the results of the ERIC study on community colleges done by the Community College Clearing House, University of California at Berkley for the Department of Health, Education, and Welfare. The high degree of correspondence between the two studies gives some rough estimate of the validity of this small survey.

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1. Our thanks to the Project on the Status and Education of Women, Assn. of American Colleges, 1818 R St. N.W., Wash., D.C. for background information.

2. Montgomery College Part-time Faculty Handbook, 1975-76, p.4.

3. Ibid. p.5.

III. RESULTS AND CONCLUSIONS

Faculty Distribution. Charts 1 and 2 give an overall picture of the composition of faculty by employment status and they compare the Montgomery College figures with those from the ERIC study of all community colleges in the state of Illinois.[4] A further comparison of the statistics from the two community college studies with statistics from the U.S. Department of Labor (see Appendix B) clearly reveals a positive correlation. That is, Illinois Community Colleges and Montgomery College are both hiring female and part-time faculty in about the same proportion as indicated in the national figures. The fact that these three studies all show that faculty are employed at about a ratio of one female for every two males points to an important area where evaluation and change may be needed.

In addition, it should be noted that at Montgomery College, employment rank does not necessarily relate to an employees place on the pay scale. Advancement through ranks and up the pay scale are based on two separate sets of criteria and procedures. While advancement for both rank and salary depend on minimum number of credit hours taught and some systematic evaluation, the two processes are not the same and do not automatically go together. It would be conceivable that a part-time adjunct professor could be earning less of a salary than a part-time lecturer. This study did not explore differences in pay or rank on the basis of sex. A recent study conducted by the American Association of University Professors and reported in their Annual Report on the Economic Status of the Profession concludes that the average women's compensation in institutions with ranks was 17.5% lower than the average men's compensation. Clearly, this is another area for future study.

Employment Practices. Charts 3 through 7 summarize employment practices for full and part-time faculty in hiring procedures, pay levels, recruitment, fringe benefits, and upward mobility programs. This data is based on the information gathered from the survey sent to Department Chairmen. Chart 3 is based on responses from all 20 Departments who returned the questionnaire; charts 4 through 7 are based on responses from 19 of 20 chairmen who answered these specific questions. The primary conclusion to be drawn from these figures is that Department Chairmen are not very well informed about these practices. For example, all full-time employees are required to participate in the retirement program, and yet only 16 of the 19 respondents listed this as an available benefit. Other responses are equally non-reflective of the situation as it really is. Since it seems evident that part-time faculty is already at a disadvantage as a result of not having job security, tenure, and other fringe benefits, any indication of possible inconsistent application of benefits or implementation of policy regarding hiring and advancement is of great concern. Additionally, in light of the fact that advancement in rank and salary are both dependent on action and evaluation by the Department Chairmen, it would seem essential that these chairmen be thoroughly familiar with college policies and procedures.

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4. "Part-time faculty in Community Colleges," ERIC Clearing House for Junior Colleges, topic paper No. 54, p.23.

CHART 1: NUMBER AND STATUS OF FACULTY EMPLOYED FOR THE FALL SEMESTER, 1975, AT MONTGOMERY COLLEGE AND ILLINOIS COMMUNITY COLLEGES

FACULTY BY EMPLOYMENT STATUS	N-MC	% OF TOTAL IN EMPLOYMENT STATUS (MC)	% OF TOTAL IN EMPLOYMENT STATUS (ILL. C.C.)
Male full-time tenured	190	65%	65.5
Female full-time tenured	102	34	34.5
Male full-time not tenured	51	57	---
Female full-time not tenured	38	42	---
Male part-time	215	62	64.7
Female, part-time	129	37	35.3
Total N --	(725)		(12,342)

-- 34% of the full-time tenured faculty are women

-- 42% of the full-time non-tenured faculty are women

-- 37% of the part-time faculty are women.

CHART 2: PERCENTAGE OF TOTAL FACULTY IN EACH EMPLOYMENT STATUS IN MONTGOMERY COLLEGE AND ILLINOIS COMMUNITY COLLEGES

FACULTY BY EMPLOYMENT STATUS	% OF TOTAL FACULTY - MC	% OF TOTAL FACULTY - ILL. C.C.
Male full-time tenured	26	24
Female full-time tenured	14	12.6
Male full-time non-tenured	7	---
Female full-time non-tenured	5	---
Male part-time	30	41
Female part-time	18	22.3
	725 = 100%	12,342 = 100%

CHART 3: HIRING PRACTICES FOR FULL AND PART-TIME FACULTY
(20 DEPARTMENTS RESPONDING)

	FULL-TIME	PART-TIME
1. Hired through interview with department chair-person only	5	8
2. Hired by review panel of full-time faculty members and chairperson	11	6
3. Hired by review panel of full-time faculty members, tenured, non-tenured, and chairperson	4	2
4. Hired after interview with personnel office and department chairperson	1	5
5. Hired after interview with personnel office, review panel, and department chairperson	1	1
6. Hired by coach	0	1
7. No consistent employment interview practice	0	0

CHART 4: SALARY LEVELS (19 DEPARTMENTS RESPONDING)

	YES	NO	N/A
Are full and part-time faculty at comparable levels paid at the same rate per credit hour taught?	1	17	3

CHART 5: AVAILABILITY OF UPWARD MOBILITY PROGRAMS
(19 DEPARTMENTS RESPONDING)

	YES	NO
1. Full-time	15	2
2. Part-time	13	2

CHART 6: STANDARD RECRUITMENT PRACTICES (19 DEPARTMENTS RESPONDING)

	FULL-TIME	PART-TIME
1. Advertise in national professional journals	2	0
2. Recruit at area professional conferences	5	3
3. Word of mouth	11	11
4. Advertise in local newspapers	1	1
5. Advertise nationally through graduate placement offices	3	0
6. Advertise in employment/placement offices	1	2
7. No consistent recruitment practice	0	0
8. No recruitment	8	10

CHART 7: FRINGE BENEFITS (19 DEPARTMENTS RESPONDING)

	FULL-TIME	PART-TIME
1. Retirement	16	0
2. Annual Leave	10	0
3. Sick Leave	18	5
4. Life Insurance	18	0
5. Health Insurance	17	0
6. Liability Insurance	12	0
7. Credit Union	13	0
8. Professional Dues	4	0
9. Nothing	0	15

Another reason that it is so important for Department Chairmen to be thoroughly familiar with policies and procedures -- especially those regarding hiring and promotion -- relates to budget. The figures below were given to the Montgomery County Commission for Women by Mr. Gordon Hogg, Supervisor of the Office of the Budget:

	FY '75	FY '76	FY '77
Alloted for part-time faculty	$775,493	$887,710	$1,014,149
Expended for part-time faculty in Spring semester	$390,131	$456,527	

These figures show an increase in the amount of funds allocated for part-time faculty in the past years. This increase is in excess of the 8% inflation increase that would be necessary to maintain the same number of part-time employees as were hired the previous year. The figures also show an increase in money actually expended in the Spring semester '76 over the Spring semester '75. The Montgomery College Part-Time Faculty Handbook 1975-76 does not clearly state any specific procedures for the hiring of part-time faculty other than an interview with, and recommendation by, the Department Chairmen. With over one million dollars appropriated for employment of part-time faculty, this hiring policy gives the Department Chairmen (approximately 35) a great deal of control over a sizeable discretionary fund (approximately $30,000 per department).

Teaching Load. The Department of Institutional Research and Analysis gathered the following data which summarizes faculty teaching load for two years. (Chart 8). The figures for credit hour taught by full-time and part-time faculty are computed for a calendar year (January-December); faculty ratios of men to women and part-time to full-time are computed only for the Fall semester of 1975.

Even though we have no figure for the number of part-time faculty for school year 1973-74 to compare with numbers in the Fall of 1975, we were able to obtain figures for the total number of credit hours taught for two consecutive school years. These figures indicate an increase in credit hours taught in school year 1974-75 by part-time faculty.

We have not tried to compute average or median credit hours taught, or student credit hours (that is, credit hours per course times number of students enrolled). Nor have we attempted to estimate faculty work load of preparation, conferences, and other related professional activities. These are additional areas where further research may be indicated.

CHART 8: FACULTY TEACHING LOAD BY CREDIT HOUR

	CH* Full-time Female (T)	CH Full-time Male (T)	% CH* Taught by Female (T)	% Female Faculty in Employment Category
1973-74	1667	3345	34	---
1974-75	1899	3897	33	34
	Full-time Female (NT)	Full-time Male (NT)		
1973-74	1225	2182	36	---
1974-75	1019	1922	35	42
	Part-time Female	Part-time Male		
1973-74	990	1546	39	---
1974-75	1195	1958	38	37

CH - Credit Hour
T - Tenured
NT - Non-tenured

Faculty Changes. Nineteen of the twenty Department Chairmen who completed the survey reported statistics relating to changes in faculty employment status (Charts 9, 10, and 11). In addition to this information, it was possible to determine that:

53% of the male part-time faculty teaching in the fall of 1975 also taught in the spring of 1975.

38% of the female part-time faculty teaching in the fall of 1975 also taught in the spring of 1975.

97% of the male full-time faculty teaching in the fall of 1975 also taught in the spring of 1975.

90% of the female full-time faculty teaching in the fall of 1975 also taught in the spring of 1975.

These figures indicate that full-time, non-tenured faculty are more apt to be hired to teach consecutive semesters than are part-time faculty, and that male full-time faculty have a 7% greater chance of being hired for consecutive semesters than do female full-time faculty. The college also has a full-time temporary faculty position. Though this is ostensibly an appointment usually intended to be of one school year's duration or less, it is conceivable that being in this category could offer the same re-hiring advantage as does the full-time non-tenured category. This may be another possible area for further review.

The Montgomery College Board of Trustees' stated policy regarding part-time faculty employment is in Section 3.15 of the Montgomery College Faculty Handbook, 1975-76. It is clear that the college is not obligated to hire a part-time employee for consecutive semesters, but at the same time the part-time pay advancement procedure is based on the number of credit hours taught at Montgomery College. These two policies together may encourage constant juggling of the part-time employees to prevent part-time faculty from acruing enough credit hours taught to be eligible for consideration for a salary increase. In this situation, women seem to be at a greater disadvantage than men. In 1975, 53% of the male part-time faculty taught consecutive semesters, while only 38% of the female part-time faculty taught consecutive semesters. Since more men are being re-hired for consecutive semesters, it may be that male part-time faculty are able to enjoy more rapid salary increases than female part-time faculty. It may also mean that a certain number of male part-time faculty are receiving a larger share of the budget allocation than are the same number of female part-time faculty.

CHART 9: NUMBER OF FACULTY MOVED FROM PART-TIME TO FULL-TIME STATUS (19 DEPARTMENTS RESPONDING)

	1973-74	1974-75	1975-76
1. Male	2	1	---
2. Female	4	2	1

CHART 10: NUMBER OF FULL-TIME FACULTY HIRED WHO WERE NOT PREVIOUSLY PART-TIME (19 DEPARTMENTS RESPONDING)

	1973-74	1974-75
1. Male	1	1
2. Female	1	---

CHART 11: NUMBER OF FULL-TIME FACULTY RECEIVING TENURE (19 DEPARTMENTS RESPONDING)

	1973-74	1974-75
1. Male	10	8
2. Female	4	4

(There is no tenure for part-time faculty)

IV. RECOMMENDATIONS

This study forms an initial data base of faculty distribution by employ-employment status and sex. We recommend that each department maintain this kind of information by employment status, sex, and semester for both full and part-time faculty. Further, we recommend that the Personnel Department develop a computerized methodology for the collection and storage of this data. In addition, the Montgomery County Commission for Women would make the following suggestions:

1. We recommend that a review of the part-time employment policies and procedures be conducted by the Affirmative Action Officer with a view toward recommending programs that would eliminate any possibility of discriminatory practices.

2. We recommend that the Affirmative Action Officer and the Personnel Office conduct a study of the part-time faculty who teach in the Spring and return to teach in the following Fall semester. In particular we would want to know how many male and female part-time faculty are re-hired for consecutive semesters, and why those who were not re-hired did not return to teach in the Fall.

3. We recommend a review of the part-time employment policies and a consideration of the possibility of structuring part-time employment in a more flexible manner and in such a way as to make certain fringe benefits and tenure available to the part-time faculty.

4. We recommend that hiring practices for part-time faculty in particular be clarified in the appropriate publications and be enforced by the Personnel Office.

5. We recommend that the Personnel Office hold in-service workshops to clarify employment and hiring policies and practices for the Department Chairmen who are largely responsible for hiring part-time faculty.

6. We recommend that the Affirmative Action Officer and the Personnel Office conduct a study of the salary of women faculty relative to male faculty for both full-time and part-time staff. Further, we recommend that this initial study of faculty comparison by employment status, sex, and salary form a data base for future studies.

APPENDIX A

SURVEY INSTRUMENT

INSTITUTION _____

DEPARTMENT _____

MONTGOMERY COUNTY COMMISSION FOR WOMEN
Education Committee Survey

1. Number and status of faculty employed by your department for Fall semester, 1975.

PT = Part-Time FT = Full-Time T - Tenured

	FT (T)	FT NOT (T)	PT	Current PT who Taught Spring '75	Current FT who Taught Spring '75
# MALE					
# FEMALE					

2. EMPLOYMENT PRACTICES FOR FULL AND PART-TIME FACULTY
(Check the items listed below in the space provided)

	FULL-TIME	PART-TIME
Hired through interview with department Chairman only.		
Hired by review panel of full-time tenured Faculty members & Chairman.		
Hired by review panel of full-time Faculty members, tenured, untenured and chairman.		
Hired after interview with personnel office and department chairman.		
Hired after interview with personnel office, review panel, department chairman.		
No consistent employment interview practice.		

3. Are full and part-time Faculty at comparable levels paid at the same rate per credit hour?

4. Check the items listed below which are part of standard recruitment practices for full and part-time faculty.

	FULL-TIME	PART-TIME
Advertise in national professional journals.		
Recruit at area professional conferences.		
Word of mouth.		
Advertise in local newspapers.		
Advertise in employment/placement offices of area colleges.		
Advertise nationally through graduate placement offices.		
No consistent recruitment practice.		

5. Check the items listed below which are included in employment contracts of Faculty.

	FULL-TIME	PART-TIME
Retirement		
Annual Leave		
Sick Leave		
Life Insurance		
Health Insurance		
Liability Insurance		
Credit Union		
Professional Union Dues		

6. Credit hours taught by department:

	Female Full-Time (T)*	Male Full-Time (T)*	Female Full-Time	Male Full-Time	Male Part-Time	Female Part-Time	Total
1973-74							
1974-75							

7. Do you have upward mobility for:

	Yes	No
a. Full-time faculty		
b. Part-time faculty		

c. If the answer to 7a was yes, please specify:

_____

_____

d. If the answer to 7a was no, why not?

_____

_____

e. List upward-mobility programs for part-time faculty:

_____

_____

f. Identify reason for lack of upward mobility programs for Part-time Faculty:

_____

8. How many part-time faculty have been advanced to full-time status?

	1973-74	1974-75
Male		
Female		

9. How many full-time employees have been hired who were not previously part time:

	1973-74	1974-75
Male		
Female		

10. Advance to tenure

	1973-74	1974-75
Male		
Female		

11. Do you have tenure for part-time faculty? _____ yes _____ no

APPENDIX B

LABOR DEPARTMENT STATISTICS FOR FACULTY WOMEN EMPLOYED IN COLLEGES AND UNIVERSITIES (1970)

COMPARED WITH

MONTGOMERY COLLEGE STATISTICS

College Dept.	% Female Full-time (T)	% Female Full-time Non-tenured	% Female P-T	% Total in Dept.	% Labor Department ***
104	14.2	---	100	25**	4.3 - 6.0
108	66.6	---	100	60	47.4
109	66.6	100	---	75.0	81.5
110	75	---	100	80	---
114	25	---	100	40	24.6
116	66	---	---	28.5	26.0
117	33.3	---	33.3	30.6	18.2
119	14.2	25	5	10.3	31.1
122	66.6	---	---	66.6	81.5
124	75	---	---	60	46.8
126	34.7	75	30.4	27.6	18.2
127	---	---	---	---	---
128	44	---	50	46.1	---
130	18.7	50	42.8	28.0	26.0
131	44.6	---	54.1	47.8	41.8
132	25	50	12	18.9	20.1
133	30	---	---	18.7	---
134	60	50	66.6	61.5	34.8
135	25	50	16.6	31.2	11.6
136	---	---	4.1	3	31.8
					8.6

20 out of 37 Departments responded; 100% useable responses

N=20

** All statistics for Departments may be misleading because samples are small: 2 women in 6 - 33.3%

***Labor Department source